



Rhode Island Department of Elementary and Secondary Education
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Joseph H. Gaudet Middle School

MIDDLETOWN

THE SALT VISIT TEAM REPORT

February 6, 2004



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Joseph H. Gaudet Middle School from February 2 to February 6, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

How well do students learn at Joseph H. Gaudet Middle School?

How well does the teaching at Joseph H. Gaudet Middle School affect learning?

How well does Joseph H. Gaudet Middle School support learning and teaching?

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Joseph H. Gaudet Middle School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the *Handbook* or other SALT protocols. The *Handbook* and other relevant documents are also available at www.Catalpa.org.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 185 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 33 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

Important enough to include in the report

Supported by the evidence the team gathered during the visit

Set in the present, and

Contains the judgment of the team

Using the Report

This report is designed to have value to all audiences concerned with how Joseph H. Gaudet Middle School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Middletown School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The Middletown School District, RIDE and the public should consider what the report says or implies about how they can best support Joseph H. Gaudet Middle School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF JOSEPH H. GAUDET MIDDLE SCHOOL

The Joseph H. Gaudet Middle School is located on Aquidneck Island in the town of Middletown, Rhode Island. It serves approximately 800 students in grades five through eight. Owing to the presence of the Navy on the island, a large percentage of Gaudet School students come from Navy families, with a resulting higher within-year student turnover rate. Funding for these students is provided partially through the Federal Impact Aid program, with the balance paid from property taxes and sources of other town revenue.

The school—located at 1113 Aquidneck Avenue, 500 feet east of East Main Road—opened in 1968. To improve learning and working conditions, the building recently has been enhanced with library lighting and windows, new student lockers, more aggressive humidity controls, and heating, cooling, and air quality improvements.

Eighty-seven percent (693) of the students are white, eight percent (65) are black, and five percent (42) are Hispanic. Thirteen percent (107) receive special education services, and 2.5 percent (20) receive ESL services. Twenty-one percent (168) qualify for free or reduced price lunch.

The school principal, Vincent Giuliano, was selected Middle School Principal of the Year in 2002 by the Rhode Island Association of School Principals. This award recognizes a principal's success in educational leadership, resolving complex problems, developing self and others, and serving the community. A vice-principal, 89 full-time teachers, and one part-time person serve the school. This includes four grade leaders (one per grade), four guidance counselors, and one librarian. Seventeen faculty members are new to the school this year. All veteran teachers have been trained in standards-based instruction.

Recent initiatives at Joseph H. Gaudet Middle School have focused on enhancing student performance. In fall 2003, Gaudet introduced a new school schedule and moved from a quarterly grade reporting procedure (45 days) to trimester reporting (60 days). The change to a five-day rotation schedule has increased instruction time from 71 to 82 percent for all students. A committee that comprises teachers, grade leaders, and administrators developed a standards-based report card for grade five, which was implemented in September 2003. A similar report card for Grade 6 will follow in September 2004.

Gaudet's 2003 test results classify the school as moderate performing, improving.

3. PORTRAIT OF JOSEPH H. GAUDET MIDDLE SCHOOL AT THE TIME OF THE VISIT

The Joseph H. Gaudet Middle School provides a comfortable place for students, teachers, and families. The school appears to run smoothly through the rituals of a typical school day under the management of a well-liked and award-winning principal. Students and parents are content. Yet, this middle school struggles to find a common vision in the absence of a shared middle school philosophy.

Teachers here work hard. They are willing to devote considerable time to their craft, but they do not work regularly together. Although they are assigned to work in clusters, they seldom integrate their lessons or coordinate their homework, reports, and tests with members of their cluster. The fifth and sixth grade clusters function mostly on an elementary level, the seventh and eighth grade clusters on a junior high level. The reluctance of staff and administration to bridge this gap impedes the work of improving student learning and instruction. It also deprives students of an age-appropriate middle school experience which requires team identification, exploration, and inquiry.

The library is comfortable and welcoming. Two state-of-the-art, fully equipped computer labs are in constant use. An on-site planetarium provides a unique learning experience for area students. Co-curricular classrooms buzz with the activities of students who are eager to learn. Many core classrooms have displays of colorful posters and charts, paperback books, and reference books. Others are drab and dreary. Students are well behaved and polite, but they show little enthusiasm for learning. Although the school hallways are noisy, the classrooms are unusually quiet. Students are not given enough opportunities to learn from one another. Multiple learning styles are not addressed in this climate.

Teachers express frustration—some with the slow acceptance of reform initiatives, others with a sense that these initiatives are being imposed upon them without their being provided with sufficient preparation. School administrators and leaders express frustration with the enormous workload. Although some teachers are working well with the new initiatives, no one is nurturing a true vision of middle school reform.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students are respectful and well-mannered in their classrooms; they listen to their teachers and respond to the questions they are asked. However, they are seldom given alternative activities to demonstrate and develop ownership of their learning. They work well independently, but they rarely have opportunities to work cooperatively. Students do not question the teacher or their peers to clarify what is expected of them, to strengthen their learning, or to obtain additional information. Although many students are attentive, they do not share their ideas, challenge one another, or engage in critical thinking. In order to include foreign language, teachers chose to drop a core class daily in the schedule rotation. Students say this causes them to forget information that consequently must be retaught. In addition, each core class meets for an extended period of time once every five days. Students say they do not like the longer class periods because they have to sit still too long and they tire of listening to the teacher talk. They would prefer a variety of activities, especially those that provide them with opportunities for hands-on learning. They do not feel challenged in their classes. Some students are not clear about their academic standing. *(following students, observing classes, meeting with students, talking with students, reviewing Joseph H. Gaudet Middle School self-study)*

Students at Joseph H. Gaudet Middle School read often throughout the day. They are learning to use reading strategies to form inferences, synthesize information, make connections, and draw conclusions based on evidence from their independent reading books, read alouds, and content area texts. Students participate in whole group book talks or reading discussions conducted by the teacher, but they rarely talk with one another about what they are reading. Students demonstrate that they are working toward independently reading the 25 book standard through their journal responses, character analyses, and plot summaries. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan)*

Students do not solve complex problems regularly in their math classes, nor do they show or explain, orally or in writing, the different ways to solve a problem. In class, students listen to the teacher, answer questions, and independently complete their worksheets, even when they have a choice to work with partners. They have few opportunities to learn from one another. They often check their own work by changing incorrect answers as the teacher calls out the correct answers. Consequently, they cannot question the process or correct their misunderstandings. In spite of this general pattern, some students have the opportunity to correct quizzes and tests in error notebooks. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, 2003 SALT Survey report, 2003 New Standards Reference Examination School Summaries, reviewing Joseph H. Gaudet Middle School self-study)*

While there were a few good examples of students writing during class time, this is the exception rather than the rule. Student writing is displayed on bulletin boards and kept in student folders. Students do not practice the writing process daily in their ELA, Literary Development, or English classes. They do, however, write often in the content areas. They write reports using both the library and the computer lab for research. *(following students, observing classes, observing the school outside of the classroom, reviewing completed and ongoing student work, discussing student work with teachers)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Are respectful and well-mannered in their classrooms*
- ◆ *Work in isolation*
- ◆ *Want more hands-on learning*
- ◆ *Do not have opportunities to problem solve*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teaching at Joseph H. Gaudet Middle School is primarily teacher-directed. An over-reliance on whole class instruction prevents the differentiation of instruction. Teachers rarely give students opportunities to engage in accountable talksm. Teachers do not always set clear expectations for student achievement in their instruction. Charts on the classroom walls are infrequently connected to lessons and learning. Expectations for student learning and behavior differ from teacher to teacher, cluster-to-cluster, and grade-to-grade. Despite the considerable training in standards-based instruction and the Principles of Learning available to teachers in Middletown, much instruction here is not as good as it should be. *(following students, observing classes, observing the school outside of the classroom, meeting with students, parents, and school administrators, talking with students, teachers, staff, and school administrators)*

Joseph H. Gaudet Middle School teachers recognize that they do not function as a true middle school. The unique developmental needs of young adolescents are rarely considered or encouraged in the classroom. Instruction is prescribed, not guided. Too many teachers do not engage students in active learning. Although grade levels are organized in clusters, many teachers complain that they work in isolation. Teachers report that they are integrating curricula within cluster subject areas less often than in the past and that they make few interdisciplinary links. Parents and students complain that tests and homework are not coordinated within a cluster. While clusters have common unassigned time daily, teachers say that they do not have sufficient common cluster planning time to integrate their instruction and coordinate their assignments. *(meeting with the school improvement team, and school and district administrators, talking with teachers, staff, and school administrators, 2003 SALT Survey report, reviewing Joseph H. Gaudet Middle School self-study)*

The teaching of English language arts is confusing because of diverse instruction practices. In the fifth and sixth grades and in a few seventh and eighth classrooms, teachers are learning and incorporating the practices of readers' and writers' workshops. Professional development in these practices has just begun in the seventh and eighth grades. In the seventh and eighth grades, however, English language arts is divided into two different classes—literary development (lit dev) and English. These classes are taught by two different teachers, who do not always communicate with each other to create a balanced and comprehensive program. Roles and responsibilities in these two classes are not clear, and they vary from cluster to cluster. Skills often are taught in isolation, and a reading/writing connection is not evident. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers)*

Instruction in math does not build conceptual understanding or promote problem solving. Teacher-directed lessons rarely employ hands-on projects or involve appropriate manipulatives. Students with special education needs lack exposure to the same grade level curriculum and language as their peers. Manipulatives and calculators are not used effectively to provide appropriate accommodations for this population. Students in all grades lack daily experience in solving problems—as well as opportunities to share their solutions to problems, both written and oral. In the first year of a new math program, teachers recognize and struggle with the difficulties students have making the transitions in math from sixth to seventh grade and from eighth to ninth grade. They say the connection of math curricula from grade to grade is not yet clearly defined. *(following students, observing classes, meeting with the school improvement team, school and district administrators, talking with teachers, staff, and school administrators, reviewing completed and ongoing student work, discussing student work with teachers, reviewing school improvement plan, classroom textbooks, 2003 New Standards Reference Examination School Summaries, reviewing Joseph H. Gaudet Middle School self-study)*

Teachers of co-curricular classes (family and consumer science, tech ed, art, computer, health/physical education, music) demonstrate embedded standards in their lessons. They involve students in hands-on learning activities and effectively integrate their curriculum with core subjects. Students learn life skills such as how to listen, how to work with a team, how to solve problems, and how to cooperate with others. These skills also support and enhance students' academic performance. *(following students, observing classes, meeting with students, talking with students, teachers, staff, and school administrators, reviewing completed and ongoing student work)*

Commendations for Joseph H. Gaudet Middle School

Respectful classroom behavior

Student centered co-curricular classes

Interdisciplinary program in technology

Recommendations for Joseph H. Gaudet Middle School

Raise the level of expectations for student and teacher learning.

Develop instruction strategies that address the multiple learning styles of the students in your classrooms.

Provide structures that model and support collaborative learning.

Use the team structure effectively to collaborate your work in learning and teaching.

Use the team structure to create strategies for meeting the developmental needs of the young adolescent.

Provide students with daily opportunities to problem solve in all subject areas especially math.

Give students more opportunities to think critically and analytically.

Write daily in all classrooms.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Teams at Joseph H. Gaudet Middle School do not work together effectively to create the smaller learning communities required for the successful implementation of the middle school philosophy. Gaps exist: neither teachers nor students have a strong identification with their teams; assigned team common planning time is not part of the daily schedule so teachers do not plan together often enough; advisor/advisee relationships do not exist here; quality communication with parents and the community is lacking. *(following students, observing classes, meeting with the school improvement team, students, school and district administrators, talking with students, teachers, staff, and school administrators)*

The middle school philosophy is neither communicated by the school leadership nor practiced in the school. Neither the district administration nor the school leaders convey a vision of middle school practice. School administrators are visible in the cafeteria but not in classrooms. The school administrator, with his leadership team, does not ensure successfully that all teachers participate in the development of a learning community. The academic success and healthy development of all students suffers because all teachers do not accept responsibility for implementing the middle school philosophy. Leaders tend to be reactionary, not proactive. As a result, school leaders feel overwhelmed. Roles and responsibilities are not understood clearly, and everyone is confused about who is doing what. *(following students, observing the school outside of the classroom, observing classes, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators)*

The school improvement team developed a new school improvement plan that clearly identifies student learning objectives based on the data from the most recent state assessments. In January, the school improvement team conducted a thorough self-study using SALT data, looking at student work, and following students. The Joseph H. Gaudet Middle School self-study supports many of the findings in this report. *(meeting with the school improvement team, parents, school and district administrators, talking with teachers, staff, and school administrators, reviewing 2002 and 2003 school improvement plans, reviewing district strategic plan, 2003 SALT Survey report, 2003 New Standards Reference Examination School Summaries, Joseph H. Gaudet Middle School self-study)*

In fall 2003, Joseph H. Gaudet Middle School introduced a new school schedule. The change to a five-day rotation has increased instruction time from 71 to 82 percent for all students. Although the new schedule increased instruction time, teachers struggle with the schedule. They say the schedule is not working efficiently. School administrators say that teachers within a cluster have the freedom to plan their schedule, while teachers say their flexibility is restricted. Some teachers' lack of attention to the middle school philosophy of flexible scheduling and interdisciplinary planning is preventing the school from achieving effective results. *(following students, meeting with the school improvement team, students, parents, school and district administrators, talking with students, teachers, staff, and school administrators)*

In two of the self-contained special education classrooms, students are isolated socially, academically, and physically from their grade level peers. Although these students attend co-curricular classes with their peers, they are not assigned to a mainstream homeroom nor are they exposed to the grade level curriculum with appropriate modifications. One special education room is filled beyond physical capacity during parts of the day. In addition, ESL students are often in the mainstream classrooms without appropriate assistance or support. The structural layout of the ESL classroom is intimidating and confining. *(following students, observing classes, observing the school outside of the classroom, talking with students, teachers, staff, and school administrators, meeting with school and district administrators, classroom textbooks)*

Although the discipline code is articulated in the school handbook, it lacks specific consequences. Hallways generally are not monitored when students are changing classes. Students and teachers express concern about behavior during these periods. Teachers express concern about the inconsistencies of administrative handling of inappropriate behaviors. Teachers say that chronic offenders are not dealt with effectively and infractions could escalate. *(following students, talking with students, teachers and staff)*

The Middletown School District provides many excellent opportunities for professional development in areas identified in the district strategic plan. Many teachers take advantage of these experiences. Inadequate dissemination of information among teachers, accountability for follow-up at the classroom level, and/or the absence of buy-in from some staff contribute to the inconsistent application of these new initiatives. *(following students, observing classes, meeting with the school improvement team, school and district administrators, talking with students, teachers, staff, and school administrators, reviewing district strategic plan, reviewing records of professional development activities)*

Commendations for Joseph H. Gaudet Middle School

Excellent opportunities for professional development

Thorough self-study

Recommendations for Joseph H. Gaudet Middle School

Identify a common vision for the future of Joseph H. Gaudet Middle School.

Use the self-study results and your school improvement plan to create a true middle school learning community.

Strengthen the identity of the cluster teams, and build school spirit.

Define leadership roles clearly, and implement them in a pro-active manner.

Outline a discipline policy with consequences, and enforce those consequences consistently

Expose students with special needs to grade-level curriculum with proper modifications.

Improve overall communication with parents and community.

Develop opportunities for common planning time.

Recommendations for Middletown School District

Support the common vision of Joseph H. Gaudet Middle School.

Support Joseph H. Gaudet Middle School in its efforts to build a true middle school learning community.

Expect that the Principles of Learning will become integral throughout the district.

Recommendations for Newport County Regional Special Education

Expose students with special needs to grade-level curriculum with proper modifications

7. FINAL ADVICE TO JOSEPH H. GAUDET MIDDLE SCHOOL

It is time to heal past wounds, find a common vision, and bridge the gaps that prevent you from becoming a true middle school. The talent and the energy are here. Develop and nurture the vision.

In this large, sprawling school, your students need a place to call home. They need teachers who act as facilitators by encouraging them to inquire and discover. They need an adult who knows them and guides them through their four years here. They need classrooms that are appealing to them, grab their attention, and foster their learning.

Teachers and administrators must break down walls and open lines of communication to create a sense of community. Your new school improvement plan is a first step. It is important that the entire staff support the action plans. Work together to make Disciplinary Literacysm a successful and common practice at Joseph H. Gaudet Middle School. Let all of your students participate fully in the education you provide. Include students with special needs with their peers as often as possible. Build on one another's strengths as you use your self-study, your school improvement plan, and this report to move your students and school forward.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Joseph H. Gaudet Middle School

February 6, 2004

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs*, 1st edition.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of a portion of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- participation in the factual review
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD
Catalpa Ltd.
March 23, 2004

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Joseph H. Gaudet Middle School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Joseph H. Gaudet Middle School.

The visit team collected its evidence from the following sources of evidence:

- ◆ *observing classes*
- ◆ *observing the school outside of the classroom*
- ◆ *following 10 students for a full day*
- ◆ *observing the work of teachers and staff for a full day*
- ◆ *meeting at scheduled times with the following groups:*
 - teachers*
 - school improvement team*
 - grade level leaders*
 - school and district administrators*
 - students*
 - parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *discussing student work with teachers*
- ◆ *analyzing state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Joseph H. Gaudet Middle School*
 - self-study (2004)*
 - district strategic plan*
 - 2003 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2003 New Standards Reference Examination School Summaries*

*2003 Rhode Island Writing Assessment results
School and District Report Cards*

State Assessment Results for Joseph H. Gaudet Middle School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

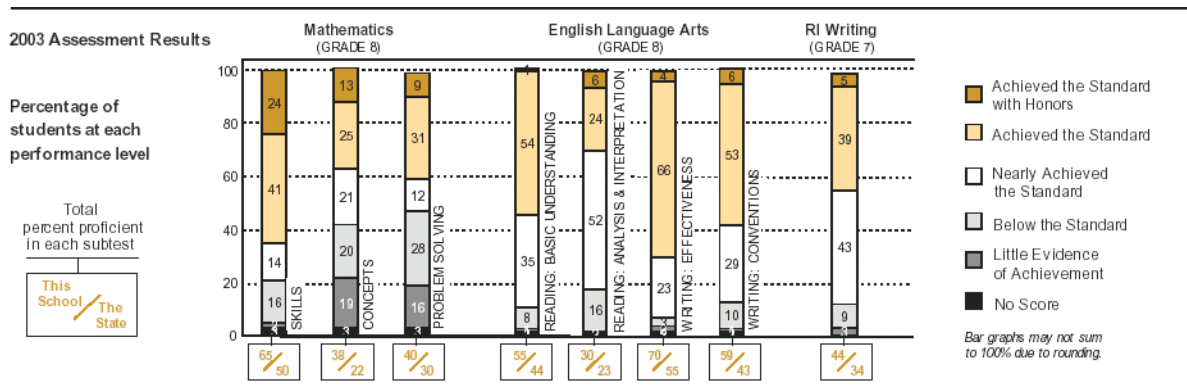
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *against performance standards;*
- ◆ *compared to similar students in the state;*
- ◆ *across student groups within the school;*
- ◆ *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

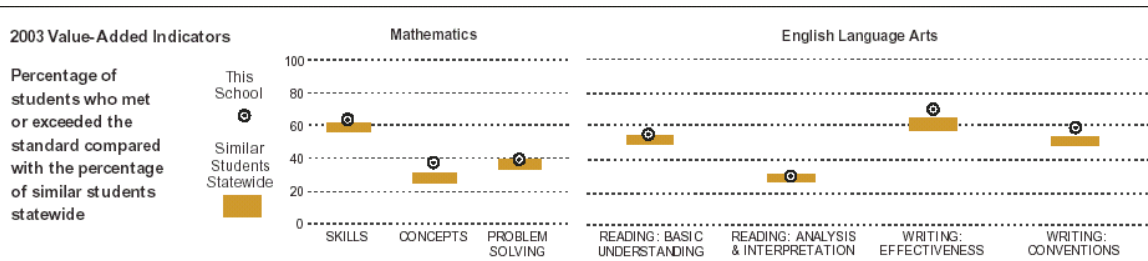
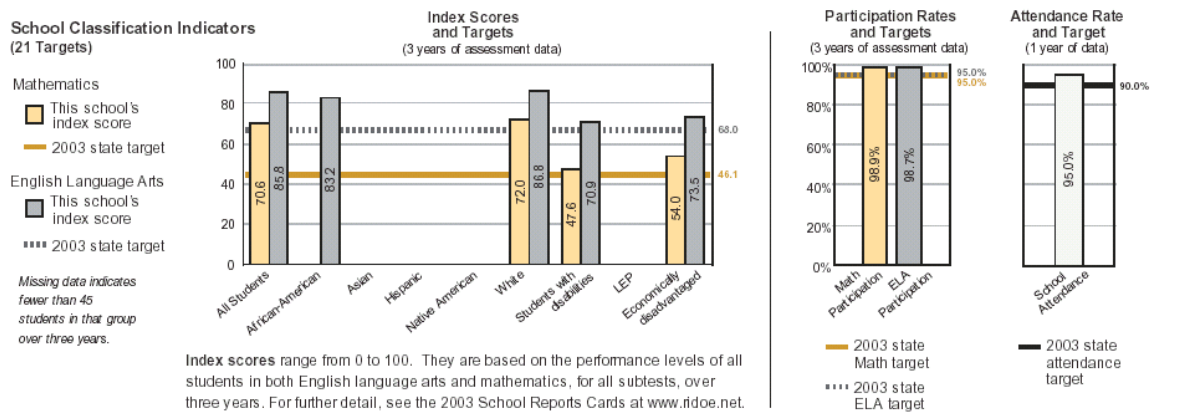
The first display shows how well the students do in relation to standards in English/Language Arts and mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

Table1. 2002-03 Student Results on Rhode Island State Assessments



RESULTS COMPARED TO SIMILAR STUDENTS IN THE STATE

This chart includes the performance levels of students with special education needs, students participating in ESL or bilingual programs, low socio-economic status (a composite of income level, racial background and parental education), as well as the performance of students with none of these characteristics. Taking all these characteristics into account, the graph displays the overall performance of students in this school compared to - a group of students from across the state whose characteristics match this school's students.

Table 2. 2002-2003 Student Results in Comparison to Similar Students Statewide**RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL***Table 3. 2002-2003 School Classification Indicators***SCHOOL REPORT CARD**

The Joseph H. Gaudet Middle School has been categorized as moderately performing, improving on the basis of its assessment results from 2000 to 2003. The following is the school report card that shows the school's performance in relation to the 2004 annual measurable objectives (AMO).

School Report Card - 2003 - Accountability

Grade 8

Index
Proficiency
Score

Student Group	English Language Arts - Target Score: 68						Mathematics - Target Score: 46.1					
	2000-02	2001-03	Change	Target Met	District 01-03	State 01-03	2000-02	2001-03	Change	Target met	District 03	State 01-03
All Students	83.5	85.7	2.2	2	85.7	77.8	67.4	70.5	3.1	2	70.5	63
African-American	81.9	83.2	1.2	2	83.2	69.1	58.8	*	*	1	*	47
Asian	*	*	*	1	*	77.3	*	*	*	1	*	61.5
Hispanic	*	*	*	1	*	67.6	*	*	*	1	*	46
Native American	*	*	*	1	*	75.5	*	*	*	1	*	56.4
White	84.9	86.7	1.7	2	86.7	83	69.7	72	2.3	2	72	70.2
Students with Disabilities	68.4	70.8	2.4	2	70.8	61.1	44.9	47.5	2.6	2	47.5	43.8
Students with Limited English Proficiency	*	*	*	1	*	59.1	*	*	*	1	*	39.6
Economically Disadvantaged Students	69	73.4	4.4	2	73.4	68.4	48.7	54	5.2	2	54	47.7

* fewer than 45 test takers.

Percent of Students Tested (2001-2003):

	This School	This District	This State
ELA	98.7	98.8	97.5
Mathematics	98.9	98.9	97.2

Percent of Students Tested
(2001-2003):

Attendance Rate: (2003)

This School	This District	The State
95	95	93.1

Targets Met/Missed:

	Targets Met	Targets Missed
ELA	9	0
Mathematics	9	0

Classification:

Moderately Performing and Improving

Target Met Code:

- 0 - did not meet target 3 - 3 year SH
- 1 - met target because of 4 - 1 year AMO
- minimum N
- 2 - 3 year AMO 5 - 1 year SH

Information Works! data for Joseph H. Gaudet Middle School is available at <http://www.ridoe.net>.

THE JOSEPH H. GAUDET MIDDLE SCHOOL IMPROVEMENT TEAM

Denise McCarthy, Co-Chair

Terry Fogerty, Co-Chair

Cheryl Boergesson

Rosemary Burns

Judith Crowley

Patricia Dougherty

Vincent Giuliano, Principal

Kim Jackson

Melissa Kerins

Helen Mikolaitis

Donna Murphy

Deb Petrie

Danielle Spies

George Steele

Tracey Whitehead

Lisa Wood

MEMBERS OF THE SALT VISIT TEAM

Carol A. Belair
Grade 4 Teacher
Wilbur and McMahon Schools
Little Compton, Rhode Island
On leave to the Rhode Island Department of Education
To serve as a SALT Fellow

William R. Fasano
Executive Director
RIMLE

Julie Frederick
Health/Physical Education Teacher
Frank E. Thompson Middle School
Newport, Rhode Island

Jill H. Graovac
Grade 7 and 8, English Language Arts
Dr. E. A. Ricci Middle School
North Providence, Rhode Island

Megan L. Labrecque
Grade 6, Intensive/Resource Teacher
Tiverton Middle School
Tiverton, Rhode Island

Jayna M. Lalli
Grade 6, Math and ELA Teacher
Portsmouth Middle School
Portsmouth, Rhode Island

Thomas R. Leamy
Grade 7, Social Studies Teacher
Edward R. Martin Middle School
East Providence, Rhode Island

Rachael A. Mascena
Grade 7, Social Studies and Literacy Teacher
Kickemuit Middle School
Bristol/Warren, Rhode Island

Donald J. Smith, Ed.D.
Director of Bands
Curtis Corner Middle School
South Kingstown, Rhode Island

Emily M. White
Assistant Principal
Nicholas A. Ferri Middle School
Johnston, Rhode Island